

Degree	Type	Year
2502443 Psychology	OB	2

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

None.

Objectives and Contextualisation

Contextualization

The mental ill-health dimension is a multidimensional continuum in which we all can find ourselves throughout our lives. Psychopathology represents a deviation from normal psychological functions, which must be understood in the context of people development and their social and cultural context.

In the professional practice of psychology, whatever the specialty, it is essential to know how to identify when a behavior is abnormal and can affect the individual or the people around him/her. Whether in a job interview, in the daily functioning of an organization, in a training event or in any of the school or institute contexts, the capacity to identify the signs of psychological abnormality and being able to explain its origin in a scientific way are indispensable skills in any of the professional psychological disciplines, both those focused on 'healthy'

people - the majority of the general population - and those focused on people who already have a 'disorder' (clinical and health psychology).

This course is the first contact with psychopathology for the student of the degree in psychology at the UAB. The course aims to be an introduction to psychological abnormality that provides the fundamental knowledge of the discipline both to those who are aiming for the clinical or health specialty, and to those who will continue with other specialties, and this possibly will be the only contact they have with psychopathology throughout the degree.

The basic training that begins with this subject of 6 ECTS (150h) can be complemented in our curriculum with the following elective subjects, with 6 additional ECTS each:

- Childhood and Adolescent Psychopathology.
- Adult Psychopathology
- Intellectual Disability, Learning and Communication Disabilities
- Personality Disorders
- Neuropsychology

The subject aims to adopt a continuum conception of mental health, multidimensional and dynamic, which understands mental health not only as the absence of disorders but... as something else.

Training aims of this subject

Upon passing this subject, the student will be able to identify the most common signs of psychological abnormality (symptoms, syndromes and disorders) as well as to identify the predisposing, precipitating and maintenance factors that interact in the origin of the alteration.

The main objective of this subject is to know the main characteristics of the psychological symptoms and disorders that, in a more representative but not exclusive way, can occur in each evolutionary period.

In the achievement of these objectives, another purpose is included: to offer a panoramic view of the main disorders that affect people throughout the life cycle. Specifically, the disorders that most affect people in the different stages of the life cycle (preschool, school, adolescence, adulthood and old age) are presented by showing how the characteristics of a disorder may vary at each stage of the life cycle.

In summary, the main objectives of the course are that the student becomes able to:

- 1) Identify signs of psychological abnormality.
- 2) Explain the etiology of some disorders.
- 3) Identify some of the main disorders that affect people's mental health...
- 4) ...and to know how to distinguish their characteristics according to the stage of the life cycle....

Competences

- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
- Formulate hypotheses about the demands and needs of the recipients.

- Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Recognise the deontological code and act ethically.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.
- Recognise the diversity of human behaviour and the nature of differences in it in terms of normality abnormality and pathology.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Apply knowledge, skills and acquired values critically, reflexively and creatively.
4. Classify psychological disorders.
5. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
6. Criticise the effects of personal practice on people, taking into account the complexity of human diversity.
7. Distinguish between the different signs and clinical symptoms of different psychopathological disorders.
8. Formulate problems of people in diagnostic terms.
9. Identify factors of risk for mental health.
10. Identify functional variables of acquisition and maintenance of problems in examples of clinical cases.
11. Identify normal and abnormal development and behaviour patterns.
12. Identify situations in which a change or improvement is needed.
13. Identify the social, economic and/or environmental implications of academic and professional activities in the area of your knowledge.
14. Maintain a favourable attitude towards the permanent updating through critical evaluation of scientific documentation, taking into account its origin, situating it in an epistemological framework and identifying and contrasting its contributions in relation to the available disciplinary knowledge.
15. Recognise the deontological code and act ethically.
16. Recognise the most characteristic psychopathology of each life cycle, its genesis, clinical, epidemiology and course.
17. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
18. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

Content

The syllabus of the course is structured in 2 parts with 2 blocks of contents each one:

PART 1: INTRODUCTION TO ABNORMAL PSYCHOLOGY AND ITS CAUSES

Block 1. Concepts

1. Introduction

2. Fundamentals

3. Causality

Block 2. Alterations of psychological functions

4. Alterations in Consciousness and Attention

5. Memory disorders

6. Perceptual disturbances

7. Alterations in language and thought.

PART 2: MENTAL DISORDERS ALONG THE LIFE SPAN

Block 3. Organization of psychopathology in diagnostic classifications

8. Psychopathological classification models (DC-05, DSM5TR, ICD 11, ASEBA, HiToP).

Block 4. Psychopathology

9. Psychopathology in early childhood (Relational disorders (DC 05) and neurodevelopmental I: DI and TEA).

10. Neurodevelopmental alterations II (Tics and ADHD)

11. Alterations of physiological functions I: Sphincter control disorders and Feeding disorders.

12. Alterations of physiological functions II: Sleep disorders

13. Disruptive behavior disorders, impulse control disorders and psychopathy.

14. Anxiety disorders

15. Mood disorders

16. Disorders related to trauma, stress and adjustment.

17. Personality disorders

18. Psychosis and Dementias

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practice sessions: are used as a first introduction or complement of some units.	20	0.8	3, 4, 6, 7, 8, 9, 10, 11, 14, 16, 17, 18
Theoretical sessions: along with practice sessions, are used as a first introduction of most unities.	24	0.96	4, 9, 11, 15, 17

Type: Supervised

Optional meetings with tutor which can be virtual or face-to-face, individual or in group.	7.5	0.3	3, 14, 17, 18
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Type: Autonomous

Work between sessions: Unities introduced by professors must be worked by each student with autonomous activities such as readings, critical analysis, case solution	95.5	3.82	4, 9, 11, 14
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The learning environment of the course provides a set of resources that every student can decide how to combine to cover the agenda and pass the continuous assessment. There is no indispensable resource except the study.

The subject has two large groups of resources:

- 1) Resources that allow the student to make a first introduction to each unity (Moodle classroom, theoretical classes, practical classes) and
- 2) Resources that allow the student to deepen and make a detailed study of each topic (general bibliography of the subject, working document of each topic).

The first resources (introductory) embrace approximately 1/3 of the hours that are signed if the subject is approved (24 hours of theoretical classes + 20 hours of practical classes = 44 hours of face-to-face sessions).

The deepening resources rest fundamentally on the student's independent work (study) and account for 2/3 of the subject (95.5h of independent work + 7.5h of tutorials).

Generally, evidence 1 and 3 (exams) include 50%-60% questions relating to introductory resources and 40%-50% questions relating to deepening resources.

The working document for each subject

The subject has a document that guides the independent work of each topic specifying what you need to know to fully embrace the topic, the sources to work on this topic and a guided proposal of questions to be answered, practical cases and exercises of critical analysis or guided reflection

The reason for the 2/3 and continuous learning

It should be remembered that although face-to-face sessions cover 44 hours of the subject's total (24 hours of theory and 20 hours of practice = 1/3 of the subject) independent learning covers 95.5 hours (2/3).

The subject is designed for continuous work. It consists of 18 topics that are introduced in a theoretical, practical class or both, spread over 20 weeks (from September to January).

It is expected that the student will be able to dedicate a good part of these 95.5 hours of independent work throughout the 20 weeks of the course, avoiding accumulating volumes of material that are difficult to embrace intensively.

Dividing the 95.5h of independent work over the 20 weeks from the start of the course to evidence 3, we get 4.75h per week, of which it is recommended to dedicate between 1h and 3h to the efficient study of PCV.

Effective time management and the use of study techniques for higher education are useful tools to optimize continuous work.

Assignment to internship groups

It is centralized from the academic management (Gestió Acadèmica). The change of internship group is not allowed unless previously and officially requested and approved by the academic management.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1. Exam 1 (First part)	4 points	1.5	0.06	1, 2, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18
Ev2. Case creation	1 point	0	0	4, 7, 8, 9, 10, 11, 15, 17, 18
Ev3. Exam 2 (Second part)	5 points	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

If you have any doubts, please consult the link to the Guidelines for the evaluation of the degrees of the Faculty of Psychology approved by the Permanent Board:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

The continuous assessment of the subject consists of 3 pieces of learning evidence:

Ev1 (Exam 1): Test-type exam with 30-45 multiple-choice questions that will cover approximately the first half of the syllabus. It is an Individual, Written, Attending evidence, and corresponding to the First evaluation period (see evaluation calendar). It has a weight of 40% in the weighted average of the subject.

Ev2 (Case): Construction of a case. It is a Collective evidence (in a group), Written (with the possibility of audiovisual components), of virtual delivery (Moodle) along the weeks before Christmas. It has a weight of 10% in the weighted average.

Ev3 (Exam 2): Test-type exam with 30-45 multiple-choice questions that will cover approximately the second half of the syllabus. It is an individual, written, face-to-face evidence, and corresponds to the second evaluation period (see evaluation calendar). It has a weight of 50% in the weighted average.

Status as 'submitted' or 'evaluable'.

A student who has submitted evidence of learning with a weight equal to or higher than 4 points (40%) will be considered as "evaluable" (see evaluation regulations linked at the beginning).

Passed subject

The subject will be passed when the weighted average involving all the obligatory evidences (Ev1, Ev2, Ev3) is ≥ 5 .

$$\text{Final score (weighted average)} = (\text{Ev1} \cdot 0.40) + (\text{Ev2} \cdot 0.10) + (\text{Ev3} \cdot 0.50)$$

Recovery

Who is eligible for the recovery exam?

A student who fulfills 2 conditions (see regulations):

1) have a continuous evaluation grade (weighted average of Ev1-2-3) lower than 5 and equal or higher than 3.5.

2) have been evaluated in activities worth 2/3 of the total grade (i.e. to have done at least the two exams Ev1 and Ev3).

The recovery is focused on ALL SYLLABUS AND ACTIVITIES OF THE SUBJECT. It consists of a written test exam which can involve any of the teaching resources of the subject, but especially the readings, the study and the learning activities encompassed by the autonomous work. The recovery will be done in the week assigned by the faculty.

If the recovery is eligible, the maximum numeric score possible in the subject will be 6.5 from 10.

Students taking the exam for the second or more exams

It is not foreseen that students of 2nd or later enrollment will be evaluated by means of a single non-recoverable synthesis test.

Unique assessment

It will take place on the same date and time that evidence 3 has been scheduled by the faculty. The student will t

(weight: 50% of the total score), then an exam equivalent to that of evidence 1 (45-90 minutes) (weight: 40% of th

(construction of a case) (25-45 minutes) (10% of the total score) which may be oral or written, and which will rais

It can consist of designing or creating one or several cases that illustrate the disorder/s that the exam question as

those that had to be solved through the evidence 2 (identification of abnormality, diagnosis, differential, etiology)

The weights of each part have been described before (50%, 40% and 10% respectively). A weighted average eq

The same recovery process as the continuous assessment will be applied.

Bibliography

This is the bibliography recommended for all the students. Specific English references can be recommended for foreign students. Specific bibliography will be provided for each unit.

MANUALS OF THE SUBJECT

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Versió online biblioteca d'humanitats:

https://bibcercador.uab.cat/permalink/34CSUC_UAB/cugbhl/alma991010837335606709

Ezpeleta, L.y Toro, J. (2014). *Psicopatología del desarrollo*. Madrid: Pirámide.

Obiols, J. (Ed.) (2008). *Manual de psicopatología general*. Madrid: Biblioteca nueva.

Vallejo, J. (2015). *Introducción a la Psicopatología y la psiquiatría 8a Edición*. Madrid: Elsevier.

RECOMMENDED CONSULTATION

Asociación Americana de Discapacidades Intelectuales y del Desarrollo (2011). *Discapacidad intelectual. Definición, clasificación y sistemas de apoyo*. Madrid: Alianza. [American Association of Mental Retardation. (2006). *El retard mental. Definició, classificació i sistemes de suport*. Vic: Eumo].

Barlow, D. H., & Durand, V. M. (2003). *Psicopatología* (3ª ed.). Madrid: Thomson.

Belloch, A., Sandin, B., y Ramos, F. (1994). *Manual de psicopatología. Vol I*. Madrid: McGraw Hill. Interamericana.

Caballo, V. (Coord.). (2004). *Manual de Trastornos de la Personalidad: Descripción, Evaluación, y Tratamiento*. Madrid: Síntesis (Ebook online).

Durand, V.M. y Barlow, D. H. (2007). *Psicopatologia: Un enfoque integral de la psicología anormal*. Thomson Paraninfo .

Ezpeleta, L. (Ed.). (2005). *Factores de riesgo en psicopatología del desarrollo*. Barcelona: Masson.

Kaplan, H. y Sadock, B. (2008). *Manual bolsillo psiquiatría clinica*.Lippincott Williams & Wilkins. Wolters Kluwer Health.

Software

No special software is required for this course. The access to the Moodle virtual classroom and the digital bibliography is necessary.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	12	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	21	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	22	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	31	Catalan/Spanish	first semester	morning-mixed

(PAUL) Classroom practices	32	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	41	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	42	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan/Spanish	first semester	morning-mixed
(PAUL) Classroom practices	52	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	2	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	3	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	4	Catalan/Spanish	first semester	morning-mixed
(TE) Theory	5	Catalan/Spanish	first semester	morning-mixed

PROVISION